**April Labadie**

**Fine Arts Lesson Plan/Dance – Vincent Van Gogh, Traveling Art Exhibit**

**Overview:** As a Fine Arts Department we will use the materials from the Vincent Van Gogh traveling exhibit to integrate reading, writing, speaking, and listening so that students apply and synthesize literary skills. The lesson will begin as a department-wide teaching and learning experience, and culminate in specific content-area projects.

**Essential Standards:**

**8.CP.1**  **Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.**

**8.DM.1 Understand how to use movement skills in dance.**

**8.C.1 Understand cultural, historical, and interdisciplinary connections with dance.**

**Day 1 in Theatre (Includes a clear and explicit purpose for instruction and selects text(s) that are of sufficient quality and scope for the stated purpose):** All Dance, Theatre, Art, Band, and Orchestra students will be presented with a lesson featuring a background on the famous painter, Vincent Van Gogh. Students will watch a video biography, rented from our school’s media center, and answer corresponding questions.

**Day 2 in Theatre (Academic Vocabulary):** The art teacher will present all students with a lesson on how to interpret art. Her lesson will provide students with images to interpret mood, theme, rhythm, pattern, etc. They will interpret individually, and then get into groups to share how they interpreted different images. Each group will use collected information from peers to share out to class.

**Day 3 in Theatre (Writing from Sources; Cultivates student interest and engagement in reading, writing, and speaking about texts):** Dance students will be able to view different works of Vincent Van Gogh. They will choose to work individually, with a partner, or in a trio. Within their chosen group, they are to choose one specific piece of artwork to focus on. After choosing the piece, they are to work individually/in groups to create a story based off of their chosen work of art. Their story must include plot/theme, characters, setting, mood, etc.

**Day 4 in Theatre (Writing from Sources; Cultivates student interest and engagement in reading, writing, and speaking about texts):** Dance students will finish their creative writing.

**Day 5 in Dance Trailer (Provides for authentic learning, application of literacy skills, student-directed inquiry, and analysis):** Dance students will begin choreography based on interpreting their stories.

**Days 6-10 in Computer Lab (Building Disciplinary Knowledge):** Dance students will research and listen to classical/instrumental music pieces and choose one that supports the theme/mood of their story. They will also type a final copy of their story, which must be long enough to support one and a half to two minutes of choreography (at least 3-4 pages).

**Days 11 and following (Provides for authentic learning, application of literacy skills, student-directed inquiry, and analysis):** Dance students will work individually, or in duets/trios to continue choreography based on their creative writings from the Van Gogh artwork. Their choreography will be done to their chosen music pieces. They will have to create costumes to support their dance, as well as their stage lighting.

**Presentations/Assessment (Assesses student proficiency using methods that are unbiased and accessible to all students):** Finished dance pieces will be presented in the theatre, and be assessed with a teacher-created rubric. A certain number of pieces will be selected by teacher/students to be presented in our final dance showcase.